

Hillcrest Middle

510 Garrison Road
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,111 Students	
Principal	Keith Russell	864-355-6100
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	0	0	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 22 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Below Average	No

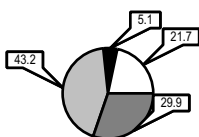
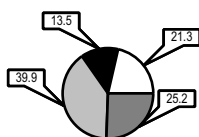
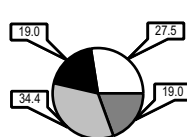
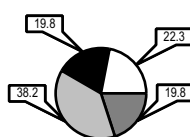
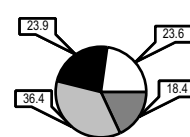
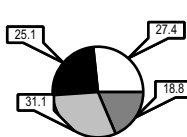
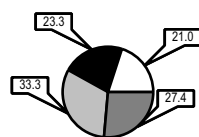
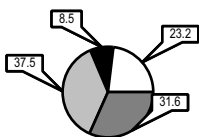
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,105	99.6	21.5	43.4	30.0	5.2	47.8	Yes	Yes
Gender									
Male	573	99.3	25.7	44.2	27.2	3.0	42.1		
Female	532	99.8	17.0	42.5	33.0	7.5	53.8		
Racial/Ethnic Group									
White	740	99.7	14.1	44.1	35.0	6.9	55.8	Yes	Yes
African American	271	98.9	39.3	45.1	15.2	0.4	25.4	Yes	Yes
Asian/Pacific Islander	19	100.0	21.1	26.3	42.1	10.5	63.2	I/S	I/S
Hispanic	68	100.0	35.5	35.5	29.0	0.0	38.7	Yes	Yes
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	950	99.8	15.7	44.7	33.7	5.8	53.4		
Disabled	155	98.1	59.9	34.3	5.1	0.7	10.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,105	99.6	21.5	43.4	30.0	5.2	47.8		
English Proficiency									
Limited English Proficient	13	100.0	90.0	10.0	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	1,092	99.5	20.8	43.7	30.3	5.2	48.2		
Socio-Economic Status									
Subsidized meals	267	98.9	42.2	42.2	13.9	1.7	24.1	No	Yes
Full-pay meals	838	99.8	15.4	43.7	34.7	6.2	54.7		

Mathematics – State Performance Objective = 36.7%									
All Students	1,104	99.8	21.3	39.9	25.3	13.5	49.8	Yes	Yes
Gender									
Male	572	99.8	22.1	39.2	24.1	14.5	49.7		
Female	532	99.8	20.4	40.7	26.5	12.5	49.8		
Racial/Ethnic Group									
White	739	99.9	13.0	39.6	29.7	17.8	59.4	Yes	Yes
African American	271	99.6	42.3	43.1	12.2	2.4	23.2	Yes	Yes
Asian/Pacific Islander	19	100.0	26.3	10.5	36.8	26.3	68.4	I/S	I/S
Hispanic	68	100.0	30.6	40.3	24.2	4.8	38.7	Yes	Yes
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	949	99.9	14.7	41.5	28.6	15.2	55.9		
Disabled	155	99.4	64.0	29.5	3.6	2.9	9.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,104	99.8	21.3	39.9	25.3	13.5	49.8		
English Proficiency									
Limited English Proficient	13	100.0	80.0	10.0	10.0	0.0	10.0	I/S	I/S
Non-Limited English Proficient	1,091	99.8	20.7	40.2	25.4	13.7	50.1		
Socio-Economic Status									
Subsidized meals	267	99.6	42.7	39.3	15.1	2.9	27.2	Yes	Yes
Full-pay meals	837	99.9	14.9	40.1	28.3	16.7	56.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,104	99.6	27.2	34.6	19.1	19.1	38.2
Gender							
Male	572	99.5	27.7	32.9	18.3	21.1	39.4
Female	532	99.8	26.7	36.4	20.0	17.0	37.0
Racial/Ethnic Group							
White	739	99.7	18.6	33.6	22.7	25.1	47.8
African American	271	99.3	49.0	37.6	9.8	3.7	13.5
Asian/Pacific Islander	19	100.0	26.3	21.1	15.8	36.8	52.6
Hispanic	68	100.0	40.3	37.1	16.1	6.5	22.6
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	949	99.8	20.9	36.7	21.0	21.3	42.4
Disabled	155	98.7	68.8	20.3	6.5	4.3	10.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,104	99.6	27.2	34.6	19.1	19.1	38.2
English Proficiency							
Limited English Proficient	13	100.0	80.0	10.0	10.0	0.0	10.0
Non-Limited English Proficient	1,091	99.6	26.7	34.8	19.2	19.3	38.5
Socio-Economic Status							
Subsidized meals	267	98.9	49.4	31.6	11.8	7.2	19.0
Full-pay meals	837	99.9	20.7	35.4	21.2	22.6	43.8

Social Studies							
All Students	1,104	99.7	22.0	38.3	19.8	19.8	39.7
Gender							
Male	572	99.7	20.7	37.5	19.0	22.9	41.9
Female	532	99.8	23.5	39.1	20.8	16.6	37.4
Racial/Ethnic Group							
White	739	99.7	15.3	38.1	22.4	24.2	46.6
African American	271	99.6	39.8	39.4	12.2	8.5	20.7
Asian/Pacific Islander	19	100.0	26.3	15.8	26.3	31.6	57.9
Hispanic	68	100.0	29.0	40.3	19.4	11.3	30.6
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	949	99.8	16.2	39.8	21.9	22.1	44.0
Disabled	155	99.4	60.4	28.1	6.5	5.0	11.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,104	99.7	22.0	38.3	19.8	19.8	39.7
English Proficiency							
Limited English Proficient	13	100.0	70.0	30.0	0.0	0.0	0.0
Non-Limited English Proficient	1,091	99.7	21.6	38.3	20.0	20.0	40.1
Socio-Economic Status							
Subsidized meals	267	99.3	45.4	32.8	13.0	8.8	21.8
Full-pay meals	837	99.9	15.2	39.9	21.9	23.1	44.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	356	100.0	27.6	37.4	30.5	4.6	35.1
	7	365	99.5	19.3	52.4	25.8	2.5	28.3
	8	388	99.5	18.1	55.1	23.1	3.7	26.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	99.7	24.0	37.1	33.7	5.1	38.9
	7	375	100.0	22.7	49.0	24.9	3.4	28.3
	8	359	98.9	17.5	44.0	31.5	7.0	38.5
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	356	99.7	15.0	37.5	29.4	18.2	47.6
	7	365	99.7	21.2	37.7	19.0	22.1	41.1
	8	388	99.5	23.4	53.0	15.5	8.1	23.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	100.0	17.1	35.9	31.9	15.1	47.0
	7	375	100.0	24.9	34.8	24.4	15.9	40.2
	8	358	99.4	21.5	49.4	19.5	9.6	29.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	100.0	30.8	28.5	19.1	21.7	40.7
	7	375	99.5	29.1	39.6	16.2	15.1	31.3
	8	358	99.4	21.5	35.8	22.1	20.6	42.7
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	371	100.0	23.9	34.8	18.2	23.1	41.3
	7	375	99.7	26.1	43.8	16.2	13.9	30.1
	8	358	99.4	15.7	36.3	25.3	22.7	48.0

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,111)				
Students enrolled in high school credit courses (grades 7 & 8)	24.5%	Up from 22.8%	27.3%	15.5%
Retention rate	2.1%	Down from 2.9%	1.7%	3.0%
Attendance rate	96.6%	Down from 97.0%	96.5%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%	Up from 2.5%	2.3%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%	Up from 2.5%	2.6%	4.6%
Eligible for gifted and talented	33.8%	Up from 27.6%	36.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.2%	Down from 15.0%	11.2%	13.6%
Older than usual for grade	2.0%	Up from 1.4%	1.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.5%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	54.8%	Up from 48.3%	58.9%	51.8%
Continuing contract teachers	72.6%	Down from 80.0%	82.9%	78.1%
Highly qualified teachers	91.5%	Up from 90.6%	87.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	2.9%	6.0%
Teachers returning from previous year	84.3%	Up from 84.2%	89.8%	85.4%
Teacher attendance rate	94.8%	Down from 95.8%	94.8%	94.9%
Average teacher salary	\$42,116	Up 2.9%	\$43,637	\$41,328
Prof. development days/teacher	12.2 days	No change	10.9 days	11.5 days
School				
Principal's years at school	15.0	Up from 14.0	5.0	3.0
Student-teacher ratio in core subjects	26.3 to 1	Down from 26.7 to 1	22.5 to 1	21.3 to 1
Prime instructional time	90.3%	Down from 91.9%	89.8%	89.3%
Dollars spent per pupil*	\$4,508	Down 4.4%	\$5,746	\$6,022
Percent of expenditures for teacher salaries*	64.3%	Up from 63.5%	62.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.5%	Down from 99.0%	96.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hillcrest Middle School began its forty-first year this term, our fifth year in our new facility.

The student population leveled off at 1,108, causing every available teaching station to be in use all day, every day. Our teaching staff continues to complete "highly qualified" status in their specific academic areas and in technology. Student performance improved on PACT and the Iowa Test of Basic Skills. Students who did not meet the basic requirements received additional help in the classroom and in a special summer program.

We continue to challenge all students at the highest possible academic level. Over two hundred and fifty students (unduplicated) completed high school level courses for credit. In fact, of our one hundred and fourteen students who completed Honors Algebra I, one hundred per cent passed the required end of course test administered by the state. Ninety-eight per cent of the one hundred seventeen students passed the English I Honors end of course test.

Our SACS visit and the revision of our School Portfolio document required considerable staff development time, but these two endeavors will enhance our instructional program. Our SACS visit went very well - the visiting committee was impressed with every area of our school program. We continue to identify problem areas and related strategies to increase student achievement to meet our school and district goals.

The PTA and SIC (School Improvement Council) are making positive contributions in their relations with our community. Both groups contributed to the development of the SACS document and School Portfolio. The efforts of the PTA, SIC, and the school itself are building an effective partnership that supports well being in every phase of student growth.

Jim DeWitt, School Improvement Council Chairman
Keith Russell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	63	309	152
Percent satisfied with learning environment	88.5%	81.4%	80.8%
Percent satisfied with social and physical environment	100.0%	81.2%	83.2%
Percent satisfied with school-home relations	96.8%	86.7%	63.5%

*Only students at the highest middle school grade level at this school and their parents were included.